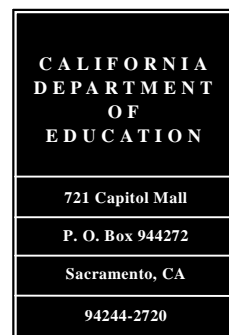




**DELAINE EASTIN**  
State Superintendent of Public Instruction



February 27, 2001

To: District and County Superintendents  
Attention: Directors of Testing  
Directors of Curriculum  
Directors of Special Education  
Bilingual Coordinators  
SELPA Directors  
Public Information Officers

From: Phil Spears, Director  
Standards and Assessment Division

Subject: **Update on Standards and Assessment-February 2001**

Preparations for spring testing moved forward in February 2001. Actions by the State Board of Education (SBE) and the State Legislature, and other assessment-related activities continued to focus on the California High School Exit Examination (CAHSEE), the California English Language Development Test (CELDT), and the Standardized Testing and Reporting (STAR) Program, the Golden State Examination (GSE), and Golden State Seal Merit Diploma.

### **California High School Exit Examination**

#### **Status of Proposed Urgency Legislation**

Senate Bill 84 (SB 84) was introduced as urgency legislation by Senator Jack O'Connell on January 11, 2001. This bill covers several pupil-testing issues that include the Immediate Intervention/Underperforming Schools Program (IIUSP), the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). The portion of the proposed legislation for CAHSEE alters

Education Code Section 60851 (b) and reads as follows: “A pupil may take the High School Exit Examination in grade 9 in the 2000-01 school year *as a practice test for diagnostic purposes only*. Each pupil shall take the High School Exit Examination in grade 10 beginning in the 2001-02 school year and may take the examination during each subsequent administration, until each section of the examination has been passed.”

SB 84 was considered in a Senate Education Committee hearing on January 31, 2001. At that time, two amendments were proposed and approved. One amendment proposed the releasing of test items to the public annually. A second amendment proposed delaying the requirement that students pass the CAHSEE to the class of 2005 rather than the class of 2004. The Committee passed the bill with these amendments, which was then passed by the Senate Appropriations Committee and has currently moved for consideration to Senate. The bill and its current status and history may be viewed on the Senate website at <http://www.sen.ca.gov> on the internet.

On February 9, 2001, county and district superintendents were sent a Superfax from State Superintendent of Public Instruction, Delaine Eastin, providing an update on Senate Bill 84. She noted, “Because of the uncertainty [with respect to the outcome of Senate Bill 84], I advise you to administer the test in March as originally planned. By moving ahead with the March administration, you will place your district in the best position to satisfy the requirements of law *no matter what happens to SB 84*. Remember, in the unlikely event that the bill does not become law, you are required to give students in grade 9 a voluntary opportunity to take the HSEE.”

SB 84 was considered in an Assembly Education Committee hearing on February 21, 2001. The bill was amended to return the date to 2004 and to put back the urgency measure. It goes next to Assembly Appropriations, then to the floor, then back to the Senate Education Committee for concurrence on the amendments.

### **Spring 2001 Testing**

There is no specific timeline for this urgency legislation. The Legislature is aware that the CAHSEE is still scheduled to be given in March. The Legislature will act upon the bill soon. In the meantime, the California Department of Education (CDE) plans to continue moving forward under existing law and to plan for the spring 2001 administration. The field will be notified as quickly as possible if changes occur.

### **Testing Time**

The English-language arts test will take approximately four hours, plus time for passing out tests and giving directions. The mathematics test will take approximately three and one-half hours, plus time for passing out tests and giving directions. Test administration guidelines will suggest times for breaks and a process for providing extended time for those students who need it. District and school coordinator manuals, to be shipped with the test materials, will provide step-by-step guidance for administering the tests.

## **Apportionment**

The Department of Finance has approved an apportionment in the amount of \$3 per student tested per administration. The SBE approved this apportionment on February 7, 2001.

## **Regulations**

The SBE also revisited the CAHSEE regulations at the February meeting. Proposed changes to the regulations have been made, and these revisions are now open for public review during a 15-day comment period that began on Thursday, February 15 and continues through March 2, 2001. Public comments on the changes should be addressed to: Peggy Peters, Regulations Adoption Coordinator, California Department of Education, 721 Capitol Mall, Room 556, P.O. Box 944272, Sacramento, CA 94244-2720, or Janis Miller, Regulations Analyst at (916) 657-2453. The revised CAHSEE regulations are posted on the CDE website as soon as they become available.

## **English Language Development (ELD) Test**

### **Testing Window**

The first administration of the new California English Language Development Test (CELDT) for English Learners (EL) will begin this May in grades K through 12.

The testing window is scheduled for May through October 2001. The SBE and the State Superintendent at the SBE meeting on December 7, 2000, established this testing window. The purpose of the test is threefold:

- CELDT will be used as the statewide test for newly enrolled students, whose Home Language Survey indicates a language other than English, and for an annual census
- all students identified as EL in grades K through 12 are required to be tested using the CELDT
- CELDT will be used as one criterion for reclassifying students from EL to Fluent English Proficient

On May 14, 2001, school districts will begin to use the CELDT. To ensure appropriate instructional placement, school districts will be able to score the test prior to sending student test booklets to CTB McGraw-Hill (CTB) for scanning, scoring, and reporting. Throughout the school year, completed tests will be submitted to CTB for scoring once each month as new students are enrolled and tested.

From May 14 through October 31, 2001, districts will conduct an annual census of all EL students. All annual census tests will be sent in for scoring in one batch. The earlier a district's tests are submitted for scoring, the earlier the results will be received by the district.

## **Training/Examiner Requirements**

The CELDT training for the Bilingual Teacher Training Program (BTTP) and for 11 county offices and 30 districts with the highest number of EL students is scheduled for March 5, 6, and 7, 2001, in San Diego. The participants are expected to become master trainers and to conduct trainings for administering and scoring the CELDT in their regions or districts following the session. Test examiners are to be fully trained in scoring the listening/speaking and reading/writing components of the test to ensure maximum reliability. It is highly recommended that test examiners be certified staff members; however, trained paraprofessionals, under the supervision of certified individuals, are permitted to administer the test. Examiners must be proficient English speakers. Translations are not to be used in the administration of the test; therefore, the examiners DO NOT need to be bilingual.

## **ELD Test Development**

The contractor, CTB, is adapting the Language Assessment Scales (LAS) into the CELDT and will continue to develop and administer the test through 2002.

## **Standards Setting**

CTB is currently in the process of analyzing field test results. Using the field test data, a panel of experts will recommend performance levels for the CELDT. A substantial number of teachers and other practitioners will provide expertise in setting the cut points for the English proficiency levels.

## **Administration/Budget Implications**

The CELDT materials will be provided at no cost to the school district or school. Funding will be based upon current EL student enrollment and the projected enrollment of new students who will be identified as EL throughout the school year. Contact/ Enrollment forms have been sent to districts from CTB requesting verification of enrollment projections.

Districts should carefully estimate the time required for personnel to administer the CELDT as they begin planning their 2001-2002 school year budgets. The listening and speaking components require a one-on-one administration. (Time estimates should allow a maximum of 20 minutes per individual for administration with 30 minutes for scoring). The stop rules in the listening/speaking portion of the test considerably reduce the administration and scoring time for students who are at lower levels of English proficiency. In addition, the CDE is reviewing administrative issues regarding the logistics of the CELDT in order to meet the needs of districts with high numbers of EL students.

Schools will be allotted \$1.50 apportionment per student assessed with the CELDT. Apportionment forms will be sent to the districts. In addition to general funds, allowable funds for the administration of the CELDT and training for the test examiners could include Economic Independent Aid/Limited English Proficient (EIA/LEP) funds, English Language Acquisition Program funds, and English Language and Intensive Literacy Program funds.

The CELDT Handbook, currently under development by the CDE, will answer frequently asked questions and provide specific guidelines and procedures. Call the CTB CELDT Hotline at (888) 282-0525 with questions regarding test administration or training. Questions about the laws or policies related to the CELDT should be referred to the Standards and Assessment Division at (916) 657-3011.

### **Standardized Testing and Reporting (STAR) Program**

#### **English-Language Arts Performance Standards**

At the February 2001 meeting, the SBE adopted English-Language Arts Performance Standards that will be used for reporting the 2001 California English-Language Arts Standards Test results for students, schools, districts, counties, and states. The CDE also is working with Harcourt Educational Measurement to have school, district, and county summary reports produced for the spring 2000 test administration.

The SBE adopted five performance standards (levels) with four cut scores. The performance standards are:

- **Advanced** Advanced performance with respect to the California English Language Arts Standards
- **Proficient\*** Proficient performance with respect to the California English Language Arts Standards
- **Basic** Basic performance with respect to the California English Language Arts Standards
- **Below Basic** Below Basic performance with respect to the California English Language Arts Standards
- **Far Below Basic** Far-Below Basic performance with respect to the California English Language Arts Standards

\*This is the target standard for all students.

The English-Language Arts Performance Standards will be reported on the 2001 STAR Parent Reports, Student Reports, Cumulative Record Labels, and all English-Language Arts Standards Test Summary Reports. The 2001 California English-Language Arts Test results will be used as part of the calculation for the 2001 Academic Performance Index (API). These results establish the 2001 base line that will be used to measure growth

from 2001 to 2002. The results will not be used to measure API growth from 2000 to 2001.

The attached table, *Performance Standards (Levels) for English-Language Arts*, shows:

- the percent of students statewide who have been placed at this performance standard (level) based on the results of the spring 2000 California Standards Test in English-Language Arts
- the minimum **number** of correct responses needed to achieve this performance standard (level)
- the minimum **percent** of correct responses needed to achieve this performance standard (level)

The SBE plans to review performance level scores after the administration of the English-Language Arts Standards Test in 2007 to determine if the cut scores should be raised.

Performance standards will be set for the California Mathematics, Science, and History-Social Science Standards Tests after the spring 2001 test administration.

### **Scoring Guides for Grade 4 and 7 California Writing Standards Tests**

The SBE approved the use of attached four-point scoring guides for the Grade 4 and 7 Writing Standards Tests. The guides include general criteria related to writing strategies and conventions, as well as specific criteria for each writing genre included in the Writing Applications content standards for these grades. The guides also are posted at [star.cde.ca.gov](http://star.cde.ca.gov) on the Internet.

Students in grade 4 may be asked to write a narrative, a response to literature, or a summary. Students in grade 7 may be asked to write a fictional or autobiographical narrative, a response to literature, a persuasive essay, or a summary. All students tested on March 27, 2001, will be given the same writing task in each grade. The writing tasks administered on May 8, 2001, to students who did not take the test in March will be different from the tasks used in March. Students are required to read the writing tasks independently, and there may be no discussion of the task. Students are to have 60 minutes of uninterrupted time to organize and write their responses.

Schools will need to provide No. 2 pencils and erasers for the writing test. Students may not use scratch paper, dictionaries, thesauruses, editing charts, or any printed aides that provide grammar, punctuation or capitalization rules. The writing response booklets that schools will receive include blank pages on which students may outline, web, or organize their essay. Each booklet includes four lined pages on which students are to write their essays. Only information on the lined pages will be scored.

Only students receiving special education services with explicit Individualized Education Program (IEP) statements related to using computers or other communication devices

may produce their essays on computers or in other typed formats. Staff at each school is responsible for transcribing the students' responses onto their writing response booklets. Typed documents will not be scored. Students receiving special education services may use non-standard accommodations for the writing test such as dictionaries and thesauruses if these are specified in the IEP.

### **Adoption of Permanent STAR Title 5 Regulations**

The Board adopted the STAR Title 5 Regulations as permanent. Major changes in these permanent regulations include:

- redefining the testing period for the Stanford 9 and the California Standards Tests as the twenty-one instructional days that include ten days before and after completion of 85% of the school's, track's, or program's instructional days
- stating explicitly that a school district and its employees may discuss the Standardized Testing and Reporting program with parents and may inform parents of the availability of exemptions under Education Code Section 60615
- changing all specific dates previously used to "any statutorily specified deadline"
- stating that the STAR writing assessment shall be administered only on the day(s) specified annually by the State Superintendent
- identifying the tests covered by the regulations as the designated achievement test and the standards-based achievement tests
- specifying that only one answer document is to be submitted for scoring for each student, except for each pupil in grade 4 or 7 (In these grades, an answer document for the STAR writing assessment shall be submitted in addition to the answer document for the multiple-choice items.)
- expanding the STAR Test Security Affidavit to include items such as: not divulging the contents of the tests to any person through verbal, written, or any other means of communication; prohibiting the review of any test questions or passages with students before, during, or after testing; prohibiting the development of any scoring keys; and requiring that all publisher directions for administering the tests be followed

### **Golden State Examination**

Registration has been completed for the spring 2001 test administration of the GSE. The spring testing window will be May 1 through May 31, 2001. The ten examinations to be administered are first-year algebra, geometry, economics, government/civics, U.S. history, biology, chemistry, second-year-coordinated science, physics, and second-year Spanish language.

### **Golden State Seal Merit Diploma**

To date, 5,814 Golden State Seal Merit Diplomas have been awarded to year 2000 graduates. At the end of February 2001, a final report will be sent to legislators and county offices of education listing the names of students who earned the Golden State Diploma in 2000.

In addition to the actions highlighted above, ongoing preparation activities occurred for the Assessment in Career Education, Physical Fitness testing, the California High School Proficiency Examination (CHSPE), and the General Educational Diploma (GED) test. For questions or further information about standards and assessment, contact the Standards and Assessment Division at (916) 657-3011 (phone), at (916) 657-4964 (fax), at [star@cde.ca.gov](mailto:star@cde.ca.gov) (e-mail), or visit our website at [www.cde.ca.gov](http://www.cde.ca.gov) and click on Standards and Assessment. Your continued support is greatly appreciated.



# California State Board of Education

## Performance Standards (Levels) for English-Language Arts

To be used in reporting the results of the spring 2001 administration of the California Standards Test in English-Language Arts

Grade Level	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
2	17%	<26	N/A	24%	26	35%	30%	39	52%	20%	55	73%	9%	66	88%
3	17%	<26	N/A	24%	26	35%	28%	39	52%	21%	54	72%	9%	65	87%
4	15%	<27	N/A	23%	27	30%	34%	39	43%	20%	59	66%	9%	73	81%
5	15%	<28	N/A	22%	28	31%	34%	39	43%	20%	59	66%	9%	73	81%
6	15%	<30	N/A	22%	30	33%	34%	42	47%	21%	61	68%	8%	74	82%
7	16%	<33	N/A	21%	33	37%	33%	46	51%	22%	63	70%	9%	75	83%
8	15%	<33	N/A	21%	33	37%	34%	45	50%	20%	62	69%	9%	74	82%
9	16%	<31	N/A	22%	31	34%	32%	43	48%	21%	60	67%	8%	73	81%
10	14%	<30	N/A	23%	30	33%	34%	44	49%	21%	63	70%	8%	75	83%
11	15%	<31	N/A	23%	31	34%	32%	44	49%	21%	60	67%	9%	72	80%

Advanced	Advanced performance with respect to the California English-Language Arts Content Standards
Proficient	Proficient performance with respect to the California English-Language Arts Content Standards
Basic	Basic performance with respect to the California English-Language Arts Content Standards
Below Basic	Below-basic performance with respect to the California English-Language Arts Content Standards
Far Below Basic	Far-below-basic performance with respect to the California English-Language Arts Content Standards

% Students	Percent of students statewide who would have been placed at this performance standard (level) based on the results of the spring 2000 California Standards Test in English-Language Arts.
# Correct	Minimum number of correct responses needed to achieve this performance standard (level).
% Items	Minimum percent of correct responses needed to achieve this performance standard (level).

**NOTE:** At grades 2 and 3, the California Standards Test in English-Language Arts has a total of 75 items. At grades 4 through 11, the California Standards Test in English-Language Arts has a total of 90 items.

**EXAMPLES OF HOW TO READ THIS CHART:** At grade 2, if a student responds correctly to fewer than 26 test items (out of 75 total), he or she will be designated as Far Below Basic, and 17% of California's second graders would have been designated as Far Below Basic based on the spring 2000 results of the California Standards Test in English-Language Arts. At grade 11, if a student responds correctly to at least 72 items (out of 90 total), or 80% correct responses, then he or she would be designated as Advanced, and 9% of California's eleventh graders would have been designated as Advanced based on the spring 2000 results.

- The objective of our school system is to have all students achieve at or above the Proficient performance standard (level).
- The performance standards (levels) are to be reevaluated following the 2007 administration of the California Standards Test in English-Language Arts to determine the feasibility of raising them.
- The designations and (as modified appropriately) the descriptors for these performance standards (levels) are to be used in the establishment of performance standards (levels) based on student achievement on the California Standards Tests in Mathematics, Science, and History-Social Science, which is an activity planned for late summer 2001.

Adopted February 7, 2001

# California Standards Test Scoring Rubric

## Grade 4 Writing Tasks

<p><b>4</b> <i>The writing</i></p> <ul style="list-style-type: none"> <li>■ clearly addresses all parts of the writing task</li> <li>■ demonstrates a clear understanding of purpose</li> <li>■ maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate</li> <li>■ includes a clearly presented central idea with relevant facts, details, and/or explanations</li> <li>■ includes a variety of sentence types</li> <li>■ contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides a thoroughly developed sequence of significant events to relate ideas, observations, and/or memories</li> <li>■ includes vivid descriptive language and sensory details that enable the reader to visualize the events or experiences</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by paraphrasing of the main idea(s) and significant details</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ demonstrates a clear understanding of the literary work</li> <li>■ provides effective support for judgments through specific references to text and prior knowledge</li> </ul>
<p><b>3</b> <i>The writing</i></p> <ul style="list-style-type: none"> <li>■ addresses all parts of the writing task</li> <li>■ demonstrates a general understanding of purpose</li> <li>■ maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate</li> <li>■ presents a central idea with mostly relevant facts, details, and/or explanations</li> <li>■ includes a variety of sentence types</li> <li>■ contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides an adequately developed sequence of significant events to relate ideas, observations, and/or memories</li> <li>■ includes some descriptive language and sensory details that enable the reader to visualize the events or experiences</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by paraphrasing of the main idea(s) and significant details</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ demonstrates an understanding of the literary work</li> <li>■ provides some support for judgments through references to text and prior knowledge</li> </ul>
<p><b>2</b> <i>The writing</i></p> <ul style="list-style-type: none"> <li>■ addresses only parts of the writing task</li> <li>■ demonstrates little understanding of purpose</li> <li>■ maintains an inconsistent point of view, focus, and/or organizational structure</li> <li>■ suggests a central idea with limited facts, details, and/or explanations</li> <li>■ includes little variety in sentence types</li> <li>■ contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides a minimally developed sequence of events to relate ideas, observations, and/or memories</li> <li>■ includes limited descriptive language and sensory details that enable the reader to visualize the events or experiences</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by substantial copying of key phrases and minimal paraphrasing</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ demonstrates a limited understanding of the literary work</li> <li>■ provides weak support for judgments</li> </ul>
<p><b>1</b> <i>The writing</i></p> <ul style="list-style-type: none"> <li>■ addresses only one part of the writing task</li> <li>■ demonstrates no understanding of purpose</li> <li>■ lacks a clear point of view, focus, and/or organizational structure</li> <li>■ lacks a central idea but may contain marginally related facts, details, and/or explanations</li> <li>■ includes no sentence variety</li> <li>■ contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>■ lacks a sequence of events to relate ideas, observations, and/or memories</li> <li>■ lacks descriptive language and sensory details that enable the reader to visualize the events or experiences</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by substantial copying of indiscriminately selected phrases or sentences</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ demonstrates little understanding of the literary work</li> <li>■ fails to provide support for judgments</li> </ul>

# California Standards Test Scoring Rubric

## Grade 7 Writing Tasks

<p><b>4 The writing</b></p> <ul style="list-style-type: none"> <li>■ clearly addresses all parts of the writing task</li> <li>■ demonstrates a clear understanding of purpose and audience</li> <li>■ maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions</li> <li>■ includes a clearly presented central idea with relevant facts, details, and/or explanations</li> <li>■ includes a variety of sentence types</li> <li>■ contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.</li> </ul> <p><b>Fictional or Autobiographical Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides a thoroughly developed plot line, including major and minor characters and a definite setting</li> <li>■ includes appropriate strategies (e.g., dialogue; suspense; narrative action)</li> </ul>	<p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text</li> <li>■ organizes accurate and coherent interpretations around clear ideas, premises, or images from the literary work</li> <li>■ provides specific textual examples and details to support the interpretations</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>■ authoritatively defends a position with precise and relevant evidence and convincingly addresses the reader's concerns, biases, and expectations</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by paraphrasing of the main idea(s) and significant details</li> </ul>
<p><b>3 The writing</b></p> <ul style="list-style-type: none"> <li>■ addresses all parts of the writing task</li> <li>■ demonstrates a general understanding of purpose and audience</li> <li>■ maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of some transitions</li> <li>■ presents a central idea with mostly relevant facts, details, and/or explanations</li> <li>■ includes a variety of sentence types</li> <li>■ contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.</li> </ul> <p><b>Fictional or Autobiographical Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides an adequately developed plot line, including major and minor characters and a definite setting</li> <li>■ includes appropriate strategies (e.g., dialogue; suspense; narrative action)</li> </ul>	<p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ develops interpretations that demonstrate a comprehensive grasp of the text</li> <li>■ organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work</li> <li>■ Provides textual examples and details to support the interpretations</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>■ generally defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by paraphrasing of the main idea(s) and significant details</li> </ul>
<p><b>2 The writing</b></p> <ul style="list-style-type: none"> <li>■ addresses only parts of the writing task</li> <li>■ demonstrates little understanding of purpose and audience</li> <li>■ maintains an inconsistent point of view, focus, and/or organizational structure, which may include ineffective or awkward transitions that do not unify important ideas</li> <li>■ suggests a central idea with limited facts, details, and/or explanations</li> <li>■ includes little variety in sentence types</li> <li>■ contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.</li> </ul> <p><b>Fictional or Autobiographical Narrative</b></p> <ul style="list-style-type: none"> <li>■ provides a minimally developed plot line, including characters and a setting</li> <li>■ attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action)</li> </ul>	<p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>■ develops interpretations that demonstrate a limited grasp of the text</li> <li>■ includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work</li> <li>■ provides few, if any, textual examples and details to support the interpretations</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>■ defends a position with little, if any, evidence and may address the reader's concerns, biases, and expectations</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>■ is characterized by substantial copying of key phrases and minimal paraphrasing</li> </ul>

# California Standards Test Scoring Rubric

## Grade 7 Writing Tasks

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**1**

### ***The writing***

- addresses only one part of the writing task
- demonstrates no understanding of purpose and audience
- lacks a point of view, focus, organizational structure, and transitions that unify important ideas
- lacks a central idea but may contain marginally related facts, details, and/or explanations
- includes no sentence variety
- contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

### ***Fictional or Autobiographical Narrative***

- lacks a developed plot line
- fails to use strategies (e.g., dialogue; suspense; narrative action)

### ***Response to Literature***

- demonstrates little grasp of the text
- lacks an interpretation or may be a simple retelling of the passage
- lacks textual examples and details

### ***Persuasion***

- fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations

### ***Summary***

- is characterized by substantial copying of indiscriminately selected phrases or sentences